GUNDAROO PUBLIC SCHOOL

ENGLISH K-6 POLICY

RATIONALE

1. Language is central to children’s intellectual, social and emotional development and has an essential role in all Key Learning Areas.
2. A functional view of language is the theory of language underpinning this syllabus. This view of language is concerned with the relationship between language and meaning.
3. The aim of this syllabus is to develop students’ competence in using language and to encourage positive attitudes towards language and literature.
4. The English K-6 syllabus incorporates the following strands:
   - Talking and Listening
   - Reading
   - Writing – Handwriting/word-processing and Spelling
5. The teaching of grammar and grammatical patterns within text and context is essential in all the above strands to ensure children become functional users of language.

OUTCOMES

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<tr>
<th>Values &amp; Attitudes</th>
<th>Skills</th>
<th>Knowledge</th>
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<td>‘To develop students’ enjoyment, confidence and independence as language users and learners. A love of language, an enjoyment of language, and an appreciation of the rich variety of ways language can motivate students to pursue future study of language and literature.</td>
<td>To develop students competence in learning and using language in a broad range of contexts.</td>
<td>‘To develop students’ knowledge and understanding of texts and how texts are structured within different contexts. Knowledge about the characteristic ways in which different texts are organised assists students to create different spoken and written texts and to interpret or respond more effectively to the texts they encounter.</td>
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IMPLEMENTATION

Spoken Language

Spoken language involves talking and listening. Talking and listening are learned through interaction with others, engagement with spoken texts and through students developing knowledge about the ways spoken texts are constructed. In interaction between talkers and listeners, response is an important part of the communication. Response may be verbal or non-verbal.
Dram, Debating and Public Speaking are seen as valid experiences in promoting confidence in spoken language.

**Written Language**
Written language involves reading and writing. Reading and writing are learned through interaction with others, engagement with written texts and through students developing knowledge about the ways written texts are constructed. Response is an important aspect of reading. Response is influenced and shaped by context of culture and context of situation.

To facilitate a balanced study of written texts, a core literature list for each stage over a two year cycle has been developed.

Learning to read and write involves:
- Learning about the conventions of print
- Learning to use contextual, semantic, grammatical, graph logical and phonological information
- Learning how to draft, revise, edit, proofread and publish writing.
- Interacting with multi modal texts.

**Spelling**
Learning to spell is a complex developmental process, which is accomplished over time.

The main aims in teaching spelling are to develop in students:
- an understanding of the importance of spelling in the communication of meaning
- the ability to use a variety of spelling strategies in their own writing
- a competence using conventional spellings in their own writings.

**Reading**
To support our literature strand within each classroom, individual directed reading activities will be programmed using a wide variety of appropriate material across all grades.

The Home Reading Program is seen as an important link between classroom and home and is vital in promoting positive reading habits.

**Grammar**
Traditional grammar will be taught (as appropriate) in conjunction with the study of literary texts.

Traditional terms such as noun, verb, pronoun represent a particular way of thinking about language. It is helpful if students can use these terms when learning languages other than English.

**Handwriting**
Structured handwriting lessons will be given to each grade level to ensure that correct letter formation is practised. This will encourage the development of a legible and fluent style. The NSW foundation style will be used.
**Word Processing**
Children will be exposed to the use of word processing programs in all classes. They will be encouraged to publish their writing using word processing packages. Keyboard skills will be taught to promote speed and accuracy at each stage.

**Evaluation**

Evaluation should not detract from the teaching and learning process and should be an ongoing system.

Work samples collected by the class teacher should reflect progression or the achievement of an outcome on completion of a unit.

Anecdotal observations and checklists will also assist in evaluation.

Reporting to parents will be twice a year and through parent/teacher liaison. Work samples will be included in collections sent home at the end of each term. Best Start and NAPLAN results in Kinder, Years 3 and 5 will be analysed. The results from these tests are to be analysed and individual student needs catered for on the basis of this analysis. School trends also need to be examined and addressed.